FLORIDA DEPARTMENT OF EDUCATION

DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: ASTATULA ELEMENTARY SCHOOL	District Name: LAKE
Principal: JOSEPH FRANA	Superintendent: DR. SUSAN MOXLEY
SAC Chair: BONNIE HART	Date of School Board Approval: DATE PENDING

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Joseph Frana	Bachelor of Science from Methodist College Masters in Curriculum and Instruction and Specialist in Educational Leadership from NLU Certification in Physical Education, Athletic Coaching and School Principal	0	7	Assistant Principal of South Lake High School 2011-2012: Grade: N/A Reading mastery: 50%, Math mastery: 59 %, Writing mastery: 81%, All subgroups met AMOs in Math. No subgroups met AMOs in Reading. Assistant Principal of South Lake High School 2010-2011: Grade: B Reading mastery: 43%, Math mastery: 73%, Science mastery: 36% Writing mastery: 68%, Reading AYP: 40%, Math AYP: 70%, Writing AYP; 92%,Science AYP: 77%, AYP 72%, White, Black, Hispanic, Econ. Disad & SWD did not make AYP in Reading, White, Hispanic and Econ. Disad did not make AYP in math. Pine Ridge Elementary Assistant Principal I 2009-2010: Grade A, Reading Mastery-79%, Math Mastery-74%, Science Mastery-59%, Writing 3.5+-83%, AYP Criteria Met-90% Pine Ridge Elementary Assistant Principal I 2008-2009: Grade B, Reading Mastery-83%, Math Mastery-69%, Science Mastery-48%, Writing 3.5+-83%, AYP Criteria Met-92% Gray Middle School Assistant Principal I 2007-2008: Grade A, Reading Mastery-70%, Math Mastery-73%, Science Mastery-55%, Writing 3.5+-91%, AYP Criteria Met-92% Pine Ridge Elementary Assistant Principal II 2005-2006: Grade B, Reading Mastery-72%, Math Mastery-58%, Science Mastery-51%, Writing 3.5+-79%, AYP Criteria Met-87%
Assistant Principal	Tes Rogers	B.S. Elementary Education; M.S. Educational Leadership; Elem. Ed 1-6; Agriculture 6-12; School Principal NBCT/YAG	1+	12	Mrs. Tes Rogers is currently the assistant principal at Astatula Elementary School. Last year, 2011-2012, AES was an A school with a total of 583 points. This was an increase of 12 points from the previous year resulting in the second highest score in the district. In 2010-2011, Mrs. Rogers was the assistant principal at Beverly Shores Elementary School. BSES did not make AYP and had a school grade of F. Mrs. Rogers was the assistant Principal of EHES from 2007-2010. In 2007-2008 EHES had a school grade of C, reading mastery 55%, math mastery 61%, 51% science mastery; 2008-2009: Grade B, reading mastery 58%, math mastery 62%, 42% science mastery; In 2009-2010, EHES continued to have a school grade of B, reading mastery 60%, math mastery 62%, >95% writing mastery; Black, Economically Disadvantaged and Students with Disabilities still did not make AYP in math or reading. Mrs. Rogers has 12 years of administrative experience and is a National Board Certified Teacher with diverse teaching experience.

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Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Marni Kay	BS in Elementary Education, Certified Gr. 1-6, National Board Certification, ESOL Endorsement M.Ed Reading K-12	13	2	2011-2012: School grade A, Reading proficiency 70%, Learning Gains 76%, Lowest 25% Learning Gains 75%, White70%, Hispanic 63%, English Language Learners 48%, Students with Disabilities 29% and Economically Disadvantaged 64%. 2010-2011 Astatula Elementary: School grade A, Reading proficiency 82%, Learning Gains 77%, Lowest 25% Learning Gains 69%, White 82%, Hispanic 67%, Economically Disadvantaged 74%

Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date
1. TQR will continue attending district meetings to provide information and support for newer teachers	Assistant Principal	Ongoing
2. Literacy Coach and CRT will provide training to new teachers regarding all aspects of curriculum and assessment	Literacy Coach and CRT	Ongoing
3. Professional Learning Communities provide education and support for all teachers	Assistant Principal and CRT	Ongoing
4. Grade level meetings provide ongoing training, data analysis and support services for teachers	Leadership Team	Ongoing

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Rebecca White	Notification of test requirement, ESOL coordinator will provide effective ESOL strategies and required student accommodations. ESOL assistant will work with teacher and students in the classroom.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
47	4%	13%	64%	19%	43%	98%	26%	15%	85%

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Lori Westphal	Keri Hassinger	New Teacher paired with an experienced teacher in same department(DHH)	Teacher Orientation Program, Peer Coaching, Collaborative planning, Wonderful Wednesdays
Andrea Bonvento	Karen Scarbrough	New Teacher paired with an experienced teacher on same grade level	Teacher Orientation Program, Peer Coaching, Collaborative planning, Wonderful Wednesdays

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Judy Miller	Kirk West	New Teacher paired with an experienced teacher on same grade level	Teacher Orientation Program, Peer Coaching, Collaborative planning, Wonderful Wednesdays
Kristen Sears	Rebecca White	New Teacher paired with an experienced teacher on same grade level	Teacher Orientation Program, Peer Coaching, Collaborative planning, Wonderful Wednesdays
Catherine Kearns	Aimee Bryan	New Teacher paired with an experienced teacher in the same department (ESE Inclusion)	Teacher Orientation Program, Peer Coaching, Collaborative planning, Wonderful Wednesdays

Additional Requirements

*Coordination and Integration-*Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs

Head Start
Adult Education
Career and Technical Education
Job Training
Other

Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

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School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. The Principal, Assistant Principal, CRT, Literacy Coach, Guidance Counselor, Classroom Teacher, School Psychologist, and ESE School Specialist as needed work as a team to fulfill the responsibilities of the RtI team.
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The RtI Leadership Team assists in the identification of students who are possible candidates for the RtI process by analyzing data throughout the year. The RtI Team meets with teachers who refer students for RtI and assists them in developing and implementing interventions based on the data and specific student needs. The RtI team provides ongoing support during the RtI process. Every 1st and 2nd Thursday of the month will be designated for RtI meetings to ensure that needs are addressed in a timely manner.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The RtI Leadership Team provided input on areas of improvement to be included in the SIP. The team also reviewed the school improvement plan. The majority of the RtI Team attended the Common Core Conference and the Summer Institute.

MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. The Progress Monitoring and Reporting Network (PMRN) will be used to analyze data from the FAIR assessments which are given 3 times per year. AES database will be utilized to analyze data from the Literacy First assessments. FCAT Star will be used to analyze prior FCAT performance. Edusoft is used to analyze reading, math, science and writing benchmarks. FIDO will be used to gather data pertaining to attendance and discipline. Cum review data sheets are utilized to track student data throughout their elementary school careers. The student data from FAIR and Literacy First will be analyzed following each assessment (3 times per year). The students in RtI will be assessed using progress monitoring tools following this schedule -Tier 2 students will be assessed every other week and Tier 3 students will be assessed each week.
Describe the plan to train staff on MTSS. Professional development on the RtI process will be provided during faculty meetings and common planning time. Teachers in need of additional training will receive extra assistance as needed. Staff will receive district support and attend district training on RtI. The Literacy Coach. CRT, and Guidance Counselor will work together to train the staff on the RtI procedures.
Describe the plan to support MTSS. The RtI Leadership Team assists teachers through training and implementation. RtI training is provided throughout the year. In addition, an RtI folder has been created to help teachers access interventions, forms and progress monitoring tools.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).
Principal, Assistant Principal, Literacy Coach, CRT, Media Specialist, and grade level representatives
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
Literacy Leadership Team will meet monthly to address the literacy needs and concerns of the school.
What will be the major initiatives of the LLT this year?
Text complexity and Common Core State Standards, comprehension strategies, implementation of intervention/enrichment groups (PAWS groups), and the school-wide AR program

Public School Choice

- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Grades 6-12 Only Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

High Schools Only

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Learning the expectations of the Common Core State Standards	1A.1. Voluntary school-wide Common Core book study as well as grade level in-service opportunities.	1A.1. Principal, Assistant Principal, Literacy Coach, CRT, and mentoring teachers	1A.1. Disaggregate reading data by grade level and classroom and discuss trends	1A.1. FAIR and Literacy First assessments, 2012-2013 FCAT scores
Reading Goal #1A: 32% of the students in grades 3-5 will score a level 3 on FCAT.	2012 Current Level of Performance:* *28% (82)*	2013 Expected Level of Performance:* *32%*					
			1A.2. Beginning teachers and teachers new to grade levels adjusting to CCSS and limited or no Literacy First training/experience	1A.2. Place mentoring teachers with any teacher acclimating themselves to new positions. Provide Literacy First training onsite with CRT and Literacy Coach. Follow up will include model lessons and coaching in the classroom.	1A.2. Literacy Coach, CRT and Leadership Team	1A.2. Analyze Literacy First data, Lesson Plan checks, and Classroom Walkthroughs.	1A.2. FAIR Assessments, Literacy First assessments, 2012-2013 FCAT scores
			1A.3. Diverse learning needs of the students.	1A.3. Continue with school-wide PAWS groups that will address the specific needs of all students based on data analysis	1A.3. Principal, Assistant Principal, Literacy Coach, CRT, and Leadership Team	1A.3. Walkthroughs during PAWS groups, data analysis within classes and grade levels	1A.3. FAIR Assessments, Literacy First assessments, 2012-2013 FCAT scores
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Reading Goal #1B: *N/A*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Learning the expectations of the Common Core State Standards	2A.1. Voluntary school-wide Common Core book study as well as grade level in-service opportunities. Utilize FAIR and Literacy First assessments, analyze data during grade level PLCs, and data sorts three times a year	2A.1. Principal, Assistant Principal, Literacy Coach, CRT and teachers	2A.1. Disaggregate reading data by grade level, classroom, and also discuss trends	2A.1. . FAIR and Literacy First assessments, 2012-2013 FCAT scores
Reading Goal #2A: 46% of the students in grades 3-5 will score level 4 or 5 on FCAT.	2012 Current Level of Performance:* *42% (124)*	2013 Expected Level of Performance:* *46%*					
			2A.2. Beginning teachers and teachers new to grade levels adjusting to CCSS and limited or no Literacy First training/experience	2A.2. Utilize Literacy First process to enhance comprehension strategies. Provide model lessons in classrooms. Provide Literacy First training onsite with CRT and Literacy Coach.	2A.2. Principal, Assistant Principal, Literacy Coach and Leadership Team	2A.2. Analyze Literacy First data, Lesson Plan checks, and Classroom Walk Throughs	2A.2. FAIR assessments, Literacy First assessments, 2012-2013 FCAT scores
			2A.3. Diverse learning needs of the students.	2A.3. Continue school-wide PAWS groups that will address the specific needs of all students based on data analysis. Enrichment groups will focus on comprehension in the content areas (Science and Social Studies).	2A.3. . Principal, Assistant Principal, Literacy Coach, CRT, and Leadership Team	2A.3. Walkthroughs during PAWS groups, data analysis within classes and grade levels	2A.3. FAIR assessments, Literacy First assessments, 2012-2013 FCAT scores
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	
Reading Goal #2B: N/A due to limited number of students.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2B.2	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. . Learning the expectations of the Common Core State Standards	3A.1. Insure all teachers are familiar with the NGSSS, FCAT 2.0 Test Specs, and CCSS. Utilize FAIR and Literacy First assessments, analyze data during grade level PLCs, and data sorts three times a year.	3A.1. Principal, Assistant Principal, Literacy Coach, CRT and teachers	3A.1. Review FCAT 2.0 Test Specs and standards at faculty meetings and PLCs. Disaggregate reading data by grade level, classroom; discuss trends and patterns that indicate concerns	3A.1. .FAIR and Literacy First assessments, 2012-2013 FCAT scores
Reading Goal #3A: 80% of the students in grades 3-5 will make learning gains in reading.	2012 Current Level of Performance:* *76% (225)*	2013 Expected Level of Performance:* *80%*					
			3A.2. Beginning teachers and teachers new to grade levels adjusting to core standards and limited or no Literacy First training/experience	3A.2. Utilize Literacy First process to enhance comprehension strategies. Provide model lessons in classrooms. Provide Literacy First training onsite with CRT and Literacy Coach.	3A.2. Principal, Assistant Principal, Literacy Coach CRT and teachers	3A.2. Analyze Literacy First data, lesson plan checks, and Classroom Walk Throughs	3A.2. FAIR and Literacy First assessments, 2012-2013 FCAT scores
			3A.3 Diverse learning needs of the students.	3A.3. Identify "Bubble Students". Offer Fall and Spring remediation after school.	3A.3. Principal, Assistant Principal, Literacy Coach, CRT, and Leadership Team	3A.3. Walkthroughs during PAWS groups, data analysis within classes and grade levels	3A.3. FAIR assessments, Literacy First assessments, 2012-2013 FCAT scores
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Beginning teachers and teachers new to grade levels adjusting to CCSS	4A.1. Insure all teachers are familiar with the 2.0 NGSSS, FCAT 2.0 test specs 2.0, and CCS. Utilize FAIR and Literacy First assessments, analyze data during grade level PLCs, and data sorts three times a year. Insure all teachers	4A.1. Principal, Assistant Principal, Literacy Coach, CRT and teachers	4A.1. Review FCAT test specs and standards at faculty meetings and PLC's. Disaggregate reading data by grade level, classroom; discuss trends and patterns that indicate concerns	4A.1. FAIR and Literacy First assessments, 2012-2013 FCAT scores
Reading Goal #4A: 79% of the students in the lowest quartile will make learning gains in reading. / **2012 Current Level of Performance:*** *75%(56)* / **2013 Expected Level of Performance:*** *79%*					
	4A.2. New teachers with limited or no Literacy First training/experience	4A.2. Utilize Literacy First process to enhance comprehension strategies. Provide model lessons in classrooms. CRT and Literacy Coach will provide Literacy First training.	4A.2. Literacy Coach and Leadership Team	4A.2. Analyze Literacy First data, lesson plan checks, and Classroom Walk Throughs	4A.2. FAIR assessments, Literacy First assessments, 2012-2013 FCAT scores
	4A.3 Diverse learning needs of the students.	4A.3. Continue school-wide PAWS groups that will address the specific needs of all students based on data analysis. Identify Bubble Students and offer after school remediation, fall and spring.	4A.3. Principal, Assistant Principal, Literacy Coach, CRT, and Leadership Team	4A.3. Walkthroughs during PAWS groups, data analysis within classes and grade levels	4A.3. FAIR assessments, Literacy First assessments, 2012-2013 FCAT scores
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Reading Goal #4B: *N/A* / **2012 Current Level of Performance:*** / **2013 Expected Level of Performance:***					
	4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
	4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 87% of the criteria was met. Areas not making AYP were Hispanic 67% Reading and 74% Economically Disadvantaged	70%	73%	75%	78%	81%	84%
Reading Goal #5A: 75% of the total population will achieve level 3 or above as measured by FCAT Reading.							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**			5B.1. White: Identifying Bubble Students and guaranteeing that they continue to make gains.	5B.1. Pull Bubble Reports and make all teachers aware of their Bubble Students.	5B.1. Principal, Assistant Principal, Literacy Coach, CRT and teachers	5B.1. Classroom observation, PLC discussions,	5B.1. FAIR assessments, Literacy First assessments, 2012-2013 FCAT scores	
Reading Goal #5B: 100% of the subgroup populations will meet Annual Measurable Objectives as determined by the state.	2012 Current Level of Performance:* White:70% (142) Black: N/A Hispanic: N/A Asian: N/A American Indian: N/A	2013 Expected Level of Performance:* White: 75% Black: N/A Hispanic: N/A Asian: N/A American Indian: N/A						
			5B.2. Hispanic: Meeting the bilingual needs of those students not served in the ELL Program.	5B.2. Identify those students not served in ELL and make sure teachers are aware of their needs.	5B.2. Principal, Assistant Principal, Literacy Coach, CRT and teachers	5B.2. Classroom observation, PLC discussions,	5B.2. FAIR assessments, Literacy First assessments, 2012-2013 FCAT scores	
			5B.3. Meeting the diverse learning needs of all students.	5B.3. Provide after school remediation to all students in need during spring and fall.	5B.3. Principal, Assistant Principal, Literacy Coach, CRT and teachers	5B.3. Classroom observation, PLC discussions,	5B.3. FAIR assessments, Literacy First assessments, 2012-2013 FCAT scores	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*N/A*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Meeting the diverse learning needs of SWD students.	5D.1. Closely monitor the IEP and make sure an ESE certified teacher closely monitors all students with disabilities.	5D.1. Principal, Assistant Principal, Literacy Coach, CRT, ESE teacher, ESE School Specialist and teachers	5D.1. Report cards reviews, CWTs, IEP reviews	5D.1. FAIR assessments, Literacy First assessments, 2012-2013 FCAT scores
Reading Goal #5D: 33% of the SWD students will achieve level 3 or above as measure by FCAT Reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		Offer after school remediation in the fall and spring to help increase knowledge.			
	29%(7)	*33%*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Meeting the diverse learning needs of economically disadvantaged students.	5E.1. Offer after school remediation in the fall and spring to help increase knowledge.

Offer additional tutoring opportunities for students identified as homeless. | 5E.1. Principal, Assistant Principal, Literacy Coach, CRT, guidance counselor and teachers | 5E.1. Report cards reviews, CWTs | 5E.1. . FAIR assessments, Literacy First assessments, 2012-2013 FCAT scores |
| Reading Goal #5E:

68% of the ED students will achieve level 3 or above as measure by FCAT Reading. | 2012 Current Level of Performance:*

64% (101) | 2013 Expected Level of Performance:*

68% | | | | | |
| | | | 5E.2. | 5E.2. | 5E.2. | 5E.2. | 5E.2. |
| | | | 5E.3. | 5E.3. | 5E.3. | 5E.3. | 5E.3. |

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Analysis of Common Core State Standards, FCAT 2.0 test specs, data analysis, instructional strategies and individual student needs	All grade levels	Grade level chairs	Grade level PLCs	Twice a month during common planning time	PLC meeting notes, data notebooks	Principal, Assistant Principal, Literacy Coach, CRT and PLC Facilitators
PAWS groups (intervention/ enrichment)	All grade levels	Literacy Coach, Gina Zugelder, Developmental Studies Center	Grade level	6 days throughout year	Data analysis, classroom modeling and visits	Principal, Assistant Principal, Literacy Coach and CRT
Literacy First Training/update	All grade levels	Literacy Coach and CRT	Beginning teachers and teachers new to a grade level	3-5 sessions and follow up as needed	Classroom modeling and visits	Principal, Assistant Principal, Literacy Coach and CRT

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| Developmental Studies Center Kidz Lit Pilot | K-2 | Ashley Wilder, Gina Zugleder, Developmental Studies Center | All teachers grades K-2 | 3-4 days throughout the year | Classroom modeling and visits | Principal, Assistant Principal, Literacy Coach, CRT, and Gina Zugelder/Ashley Wilder |

Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Developmental Studies Center Kidz Lit	Trade Books/Teacher Guides for Reading Comprehension	Grant/Pilot - $1,750.00 worth of materials – our cost - FREE	$1,750.00
			Subtotal: $1,750.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Developmental Studies Center Kidz Lit	In school PD, modeling, webinars	Grant/Pilot	FREE
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Reading Remediation Fall and Spring	After School Tutoring	SAI, IDEA, ELC, T1	$8,300.00
			Subtotal: $8,300.00
			Total: $10,050.00

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking. CELLA Goal #1: 48% of our active K-5 ELL students will be proficient in listening and speaking.	2012 Current Percent of Students Proficient in Listening/Speaking: *44%(27)*	1.1. School to home communication and the ability for families to be active partners.	1.1. Offer info regarding English Education for parents. Bilingual communication (letters, newsletters, call system, human translation)	1.1. Guidance Counselor	1.1. Parent participation at school events	1.1. Sign-in sheets
		1.2. Students understanding of English language.	1.2. ESOL assistant will help with small group remediation for ELL students.	1.2. Guidance Counselor, Principal, Assistant Principal, Literacy Coach, CRT and teachers	1.2. Teacher input, Teacher Assistant's schedule	1.2. CELLA Results
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading. CELLA Goal #2: 30% of our active K-5 ELL students will be proficient in reading.	2012 Current Percent of Students Proficient in Reading: *26% (16)*	2.1. Time available to work with individual needs	2.1.	2.1. Principal, Assistant Principal, Literacy Coach, CRT and teachers	2.1. CWT, Lesson Plans, Monitoring Specific Student Data	2.1. CELLA results
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		2.1. ELL student understanding of English Language conventions.	2.1. Implement Being A Writer in grades K-3.	2.1. Literacy Coach, CRT, Leadership Team, classroom teachers, ELL assistant, Guidance Counselor, ELL contact	2.1. Lesson Plans, CWT	2.1. CELLA Results, FCAT Writing
CELLA Goal #3: 29% of our active K-5 ELL students will be proficient in writing.	2012 Current Percent of Students Proficient in Writing : *25% (15)*					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Family Meetings	Copies	Discretionary	$21.00
			Subtotal: $21.00
			Total: $21.00

End of CELLA Goals

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Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. Teachers adjusting to CCSS and newer math textbook	1A.1. Continue training on Harcourt Go Math series, NGSSS, FCAT 2.0 test specs and CCSS. Administer and analyze data from Math Benchmark testing	1A.1. Principal, Assistant Principal, CRT and teachers	1A.1. . Review FCAT test specs and standards at faculty meetings and PLC's. Disaggregate math data by grade level and classroom and discuss trends.	1A.1. Benchmark testing (county and school-based), 2012-2013 FCAT scores
Mathematics Goal #1A: 37% of students will score a level 3 on FCAT.	2012 Current Level of Performance:* *33%(98)*	2013 Expected Level of Performance:* *37%*					
			1A.2. Lack of available instruction time	1A.2. Implement 90 minute math class in 4th and 5th grade, incorporate Smiley Math, Harcourt Go Math, FCAT Explorer programs	1A.2. CRT and teachers	1A.2. Analyze reports and lesson plan checks	1A.2. Data reports, 2012-2013 FCAT scores
			1A.3 Limited parental support due to parents' lack of understanding of the math textbook structure	1A.3 Host a parent night for all grade levels to provide ideas for helping their students with math	1A.3 Principal, Assistant Principal, CRT, Literacy Coach and select grade level teachers	1A.3 Parent attendance	1A.3 Sign in sheets, use of student agenda for parent communication following event
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: N/A	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Teachers adjusting to CCSS and newer math textbook	2A.1 Continue training on Harcourt Go Math series, NGSSS, FCAT 2.0 test specs and CCSS. Administer and analyze data from Math Benchmark testing	2A.1. Principal, Assistant Principal, CRT and teachers	2A.1. Review FCAT test specs and standards at faculty meetings and PLC's. Disaggregate math data by grade level and classroom and discuss trends.	2A.1. Benchmark testing (county and school-based), 2012-2013 FCAT scores
Mathematics Goal #2A: 31% of students will score a level 3 on FCAT.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	27%(80)	*31%*					
			2A.2. Lack of available instruction time	2A.2. Implement 90 minute math class in 4th and 5th grade, incorporate Smiley Math, Harcourt Go Math, FCAT Explorer programs	2A.2. CRT and teachers	2A.2. Analyze reports and lesson plan checks	2A.2.Data reports, 2012-2013 FCAT scores
			2A.3. Opportunity to provide enrichment activities outside the core curriculum	2A.3. Initiate STEM activities for 3rd 4th and 5th grade students to enhance critical thinking skills and enrich math knowledge	2A.3. CRT and teachers	2A.3. Walkthroughs during STEM activities, data analysis of county LBAs and FCAT scores	2A.3. Benchmark testing (county and school-based), 2012-2013 FCAT scores
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. Teachers adjusting to CCSS and newer math textbook	3A.1 Continue training on Harcourt Go Math series, NGSSS, FCAT 2.0 test specs and CCSS. Administer and analyze data from Math Benchmark testing	3A.1. Principal, Assistant Principal, CRT and teachers	3A.1. Review FCAT test specs and standards at faculty meetings and PLCs. Disaggregate math data by grade level and classroom and discuss trends.	3A.1. Benchmark testing (county and school-based), 2012-2013 FCAT scores
Mathematics Goal #3A: 82% of students will make learning gains in math.	2012 Current Level of Performance:* *78% (231)*	2013 Expected Level of Performance:* *82%*					
			3B.2. Lack of available instruction time	3B.2. Implement 90 minute math class in 4th and 5th grade, incorporate Smiley Math, Harcourt Go Math, FCAT Explorer programs	3B.2. CRT and teachers	3B.2. Analyze reports and lesson plan checks	3B.2. Data reports, 2012-2013 FCAT scores
			3B.3 Limited parental support due to parents' lack of understanding of the math textbook structure	3B.3 Host a parent night for all grade levels to provide ideas for helping their students with math	3B.3 Principal, Assistant Principal, CRT, Literacy Coach and select grade level teachers	3B.3 Parent attendance	3B.3 Sign in sheets, use of student agenda for parent communication following event
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. Lack of student motivation	4A.1. Administer and analyze data from Math Benchmark testing. Implement high yield strategies including manipulatives and small group instruction to lowest quartile students in additional math block.	4A.1. Principal, Assistant Principal, CRT and teachers	4A.1. Disaggregate math data for each student. Compare to grade level and classroom and discuss trends.	4A.1. Benchmark testing (county and school-based), 2011-2012 FCAT scores
Mathematics Goal #4A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
80% of students in the lowest quartile will make learning gains in math.	*76%(56)*	*80%*					
			4A.2 Finding funding to substitute for decrease in Title I funds to provide additional remediation.	4.2. Analyze personnel assignments to find alternative ways of providing remediation that is not funded.	4A.2 Principal, Assistant Principal, Literacy Coach, CRT, and Leadership Team	4A.2. Disaggregate math data by grade level, classroom; discuss trends and patterns that indicate concerns	4A.2 Benchmark testing (county and school-based), 2012-2013 FCAT scores
			4A.3 Limited parental support due to parents' lack of understanding of the math textbook structure	4A.3 Host a parent night for all grade levels to provide ideas for helping their students with math	4A.3 Principal, Assistant Principal, CRT, Literacy Coach and select grade level teachers	4A.3 Parent attendance	4A.3 Sign in sheets, use of student agenda for parent communication following event
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Mathematics Goal #4B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 87% of the AYP criteria was met. The areas not making AYP were Hispanic with 75% and Economically Disadvantaged with 68%.	60%	62%	66%	69%	73%	77%
Mathematics Goal #5A: *63% of the total population will score level 3 or higher as measured by FCAT Math.*							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			5B.1. White: Met target AMO Hispanic: Lack of available instruction time	5B.1. Grades 4 & 5 Implement 90 minutes math block. Incorporate Smiley Math, Harcourt Go Math and FCAT Explorer programs. Implement high yield strategies including manipulatives and small group instruction to lowest quartile students in additional math block.	5B.1. Principal, Assistant Principal, CRT and teachers	5B.1. Disaggregate math data for each student. Compare to grade level and classroom and discuss trends.	5B.1. Benchmark testing (county and school-based), 2012-2013 FCAT scores
Mathematics Goal #5B: *100% of subgroups will meet Annual Measurable Objectives as measured by FCAT Math and determined by the state.*	2012 Current Level of Performance:* White: N/A Black: N/A Hispanic: 53% (36) Asian: N/A American Indian: N/A	2013 Expected Level of Performance:* White: N/A Black: N/A Hispanic: 58% Asian: N/A American Indian: N/A					
			5B.2. Finding funding to substitute for decrease in Title I funds to provide additional remediation.	5B.2 Analyze personnel assignments to find alternative ways of providing remediation that is not funded.	5B.2. Principal, Assistant Principal, Literacy Coach, CRT, and Leadership Team	5B.2 Disaggregate math data by grade level, classroom; discuss trends and patterns that indicate concerns	5B.2 Benchmark testing (county and school-based), 2021-2013 FCAT scores
			5B.3. Limited parental support due to parents' lack of understanding of the math textbook structure	5B.3. Host a parent night for Kindergarten through 5th grade parents to explain the new math series	5B.3. Principal, Assistant Principal, CRT, Literacy Coach and selected K-5 teachers	5B.3. Parent attendance	5B.3. Sign in sheets, use of student agenda for parent communication following event

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. Lack of available instruction time	5C.1. Grades 4 & 5 Implement 90 minutes math block. Incorporate Smiley Math, Harcourt Go Math and FCAT Explorer programs. Implement high yield strategies including manipulatives and small group instruction to lowest quartile students in additional math block.	5C.1. Principal, Assistant Principal, CRT and teachers	5C.1. Disaggregate math data for each student. Compare to grade level and classroom and discuss trends.	5C.1. Benchmark testing (county and school-based), 2012-2013 FCAT scores
Mathematics Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
53% of ELL students will score level 3 or above as measured by FCAT Math.	*39%(9)*	*53%*					
			5C.2. Finding funding to substitute for decrease in Title I funds to provide additional remediation.	5C.2. Analyze personnel assignments to find alternative ways of providing remediation that is not funded.	5C.2. Principal, Assistant Principal, Literacy Coach, CRT, and Leadership Team	5C.2. Disaggregate math data by grade level, classroom; discuss trends and patterns that indicate concerns	5C.2. Benchmark testing (county and school-based), 2012-2013 FCAT scores
			5C.3. Limited parental support due to parents' lack of understanding of new math textbook structure	5C.3. Host a parent night for Kindergarten through 5th grade parents to explain the new math series. Provide bilingual staff to communicate with families who do not speak English.	5C.3. Principal, Assistant Principal, Literacy Coach, CRT, and Leadership Team	5C.3. Parent attendance	5C.3. Sign in sheets, use of student agenda for parent communication following event
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	*N/A*	*N/A*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *N/A*						
			5E.2.	5E.2.	5E.2.	5E.2.	
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Middle School Mathematics Goals			**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.

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			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Mathematics Goal #2A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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Enter narrative for the goal in this box.	*Enter numerical data for current level of performance in this box.*	*Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
Mathematics Goal #3A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.

			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Mathematics Goal #4B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Mathematics Goal #5A: *Enter narrative for the goal in this box.*							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**		5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
Mathematics Goal #5B: *Enter narrative for the goal in this box.*	**2012 Current Level of Performance:*** *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian: / **2013 Expected Level of Performance:*** *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:						
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Mathematics Goal #5E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

High School Mathematics Goals			**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.

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		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.		2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* / 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.		3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* / 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
		3.2.	3.2.	3.2.	3.2.	3.2.
		3.3.	3.3.	3.3.	3.3.	3.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4.1.	4.1.	4.1.	4.1.	4.1.
Mathematics Goal #4: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.

End of Florida Alternate Assessment High School Mathematics Goals

Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1.	1.1.	1.1.	1.1.	1.1.
Algebra 1 Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.

		1.3.	1.3.	1.3.	1.3.	1.3.
	Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.		2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2: _Enter narrative for the goal in this box._	2012 Current Level of Performance:* / _Enter numerical data for current level of performance in this box._ ‖ 2013 Expected Level of Performance:* / _Enter numerical data for expected level of performance in this box._					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
Algebra 1 Goal #3A: _Enter narrative for the goal in this box._							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**			3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
Algebra 1 Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra 1 Goal #3C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Algebra 1 Goal #3D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Algebra 1 Goal #3E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*			
	3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
	3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Algebra 1 EOC Goals

Geometry End-of-Course Goals *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.

		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.		2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012**					
Geometry Goal #3A: *Enter narrative for the goal in this box.*						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**			3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
Geometry Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Geometry Goal #3C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Geometry Goal #3D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Geometry Goal #3E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

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Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data analysis, instructional strategies and individual student needs	All grade levels	Grade level chairs	Grade level PLCs	Twice a month during common planning time	PLC meeting notes, data notebooks	Principal, Assistant Principal, CRT and PLC Facilitators
Go Math update with a focus on hands-on math manipulatives and small group activities	Grades K-5	District Elementary Math Program Specialist	Grade levels	Common planning time	Lesson plans, teacher feedback	CRT
Mathematics Vertical Teams	Grades K-5 & Enrichment	5th Grade Mathematics Chair and Administration	All Grade Levels, PLC	Early Release Wednesdays, Monthly	Lesson plans, student incentives, student data	Assistant Principal
Developmental Studies Center Kidz Math	2-5	Ashley Wilder, Developmental Studies Center	Teachers in grades 2-5 using the materials	3-4 days	Coaching, model lessons, webinars	Literacy Coach, CRT, Leadership team

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Developmental Studies Center Kidz Math	Hands on Math Kits	Grant/Pilot free to us	$2,530.00
			Subtotal: $2,530.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

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Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Math Remediation Fall and Spring	After-school tutoring	SAI, IDEA, ELC, T1	
			Subtotal: $10,830.00
			Total:

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science. Science Goal #1A: 41 % of students will score level 3 on FCAT Science.	2012 Current Level of Performance:* *37%(41)*	2013 Expected Level of Performance:* *41%*	1A.1 Lack of clear understanding of the needs of students due to lack of benchmark testing for grades other than 5th grade	1A.1. Administer and analyze data from Science Benchmark testing which now includes grades 3-5	1A.1. Leadership Team	1A.1. Analyze data from benchmark testing with teachers grades 3-5 and modify instruction as needed to address specific skills	1A.1. Science Benchmark testing results, 2012-2013 FCAT scores
			1A.2 Lack of internet access at home	1A.2. Utilize FCAT Explorer program at home and school	1A.2. Classroom teacher, Leadership Team	1A.2. Review FCAT Explorer reports, FCAT scores	1A.2. 2012-2013 FCAT scores
			1A.3 Lack of teacher knowledge of Science Fair process	1A.3. Professional development to train teachers on Science Fair process	1A.3. Leadership Team	1A.3. Student participation in Science Fair	1A.3. Science Benchmark testing results, 2012-2013 FCAT scores

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B: *N/A*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Teacher understanding of science standards.	2A.1. Incorporate hands on Science Labs and utilize K-5 AIMS activities	2A.1. Leadership Team	2A.1. Lesson Plans, CWT, analyze data from benchmark testing with teachers	2A.1. Science Benchmark testing results, 2012-2013 FCAT scores
Science Goal #2A: 36% of students will score level 4 or 5 on FCAT Science.	2012 Current Level of Performance:* *32%(36)*	2013 Expected Level of Performance:* *36%*					
			A2.2. Lack of clear understanding of the needs of students due to lack of benchmark testing for grades other than 5th grade	2A.2. Administer and analyze data from Science Benchmark testing	2A.2. Leadership Team	2A.2. Analyze data from benchmark testing with teachers and modify instruction as needed to address specific skills	2A.2. Science Benchmark testing results, 2012-2013 FCAT scores
			2A.3 Lack of internet access at home	2A.3 Utilize FCAT Explorer program at home and school	2A.3 Classroom teacher, Leadership Team	2A.3 Review FCAT Explorer reports, FCAT scores	2A.3 2012-2013 FCAT scores
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B: *N/A*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in*					

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	this box.	*this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

Florida Alternate Assessment High School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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2. **Florida Alternate Assessment:** Students scoring at or above Level 7 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

Biology 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Biology 1 EOC Goals			**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology 1 Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology 1 Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology 1 EOC Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Developmental Studies Center Kidz Science	2-5	Ashley Wilder, Developmental Studies Center	Teachers in grades 2-5 using the materials	3-4 days	Coaching, model lessons, webinars	Literacy Coach, CRT, Leadership team
Science Fair process	All grade levels	District Science Program Specialist	Grade level PLCs	Common planning time	Science Fair, lesson plans and Classroom Walkthroughs	Principal, Assistant Principal and CRT
STEM requirements and expectations	All grade levels	CRT	Grade level PLCs	Common planning time	Math/Science Night, Career Transportation Day, lesson plans and Classroom Walkthroughs	Principal, Assistant Principal and CRT

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Developmental Studies Center Kidz Science	Hands on Science Kits	Grant/Pilot	$11,850 worth of materials– our cost - FREE
			Subtotal:

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Technology			
Strategy	Description of Resources	Funding Source	Amount
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Developmental Studies Center- Kidz Science	In school PD, modeling lessons, webinars	Grant/Pilot	FREE
Other			
Strategy	Description of Resources	Funding Source	Amount
Science Fair / Math Science Night	Boards / Food & Copies	Discretionary	$332.80
			Subtotal: $332.80

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1 Inclusion of conventions in FCAT Writing rubric	1A.1. Provide training to K-5 teachers regarding the new rubric for FCAT Writing	1A.1. Principal, Assistant Principal, CRT, Literacy Coach and classroom teachers	1A.1. Analysis of writing samples, Classroom Walk-Throughs, lesson plan checks	1A.1. 2012-2013 FCAT scores, Writing Benchmark data
Writing Goal #1A: 89% of students will score level 3.5 or above grade level on FCAT Writing.	2012 Current Level of Performance:* *85% (63)*	2013 Expected Level of Performance:* *89%*					
	1.2.		1A.2 Technology usage	1A.2. Utilize Write Score program to assess 3rd and 4th grade writing samples	1A.2. CRT	1A.2. Analyze Write Score data and progress and tailor instruction to address specific skills	1A.2. Write Score data, classroom writing samples, 2012-2013 FCAT scores
			1A.3. Teacher understanding of K-5 Writing standards.	1A.3. Implement Being a Writer K-3.	1A.3. Literacy Coach, CRT	1A.3. Analyze Write Score data, monthly writing prompts and writing benchmark data	1A.3. Write Score data, classroom writing samples, 2012-2013 FCAT scores

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1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1	1B.1.
Writing Goal #1B: N/A due to minimal number of students involved.	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:*					
			1B.2.	1B.2	1B.2.	1B.2.	1B.2.
			1B.3	1B.3.	1B.3	1B.3.	1B.3.

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Being A Writer	K-3	Literacy Coach	Grade Level Meetings	Common Planning	CWT, lesson plan review	Leadership Team

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount

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			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Total:

End of Writing Goals

Civics End-of-Course (EOC) Goals *(required in year 2014-2015)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Civics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount

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			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Total:

End of Civics Goals

U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

U.S. History EOC Goals		Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* / 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*	2.1.	2.1.	2.1.	2.1.	2.1.
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

U.S. History Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			

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Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of U.S. History Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Unexpected epidemics	1.1. Work with heath department and school nurse to promote good health habits	1.1. Assistant Principal	1.1. Monitoring student attendance	1.1. Health survey and attendance report
Attendance Goal #1: Maintain current attendance rate of 95.76%	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	95.76%	*95.76+*					
	2012 Current Number of Students with Excessive Absences	2013 Expected Number of Students with Excessive Absences					

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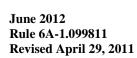|					
	(10 or more)	(10 or more)			
	63	*10% decrease 55 students*			
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)			
	90	*10% decrease 80 students*			
			1.2.Lack of parental understanding of the importance of daily attendance	1.2. Work with school social worker to plan home visits for students with excessive absences	1.2. Principal, Assistant Principal, School Social Worker and Classroom Teachers	1.2. Monitoring student attendance reports	1.2. Student attendance reports
			1.3. Lack of parental understanding of the disruption caused by tardy students.	1.3. Implement incentive / consequence strategies to encourage perfect on time attendance. Perfect attendance awards for those with no tardies or early dismissal.	1.3.1 Principal, Assistant Principal, School Social Worker and Classroom Teachers	1.3.Monitoring student attendance reports	1.3. Student attendance reports

Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			

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Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Total:

End of Attendance Goals

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<u>Suspension Goal(s)</u>

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. New students with behavior issues	1.1. Continue to use the character education program with the student body.	1.1.Principal and Assistant Principal	1.1. District Action Report and Discipline Referrals	1.1. End-of-Year Action Report
<u>Suspension Goal #1:</u> Less than 3% of students will be suspended during the 2012-2013 school year.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	5	*5*					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	4	*4*					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	22	*22*					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	11	*11*					
			1.2. Teacher lack of understanding of behavioral realm of RtI	1.2. Referral to Problem Solving Team	1.2. Principal, Assistant Principal, Guidance Counselor and Classroom Teacher	1.2. Charting and progress monitoring of behavioral interventions	1.2. End-of-Year Report, RtI Problem Solving Team meeting logs
			1.3.	1.3.	1.3.	1.3.	1.3.

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Friday / Saturday School	School Plus	Safe Schools	$1,146.46
			Subtotal:$1,146.46
			Total:$1,146.46

End of Suspension Goals

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Dropout Prevention Goal(s)
Note: Required for High School- F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: *Enter narrative for the goal in this box.* **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	2012 Current Dropout Rate:* *Enter numerical data for dropout rate in this box.*	2013 Expected Dropout Rate:* *Enter numerical data for expected dropout rate in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
	2012 Current Graduation Rate:* *Enter numerical data for graduation rate in this box.*	2013 Expected Graduation Rate:* *Enter numerical data for expected graduation rate in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: Increase number of parents attending at least one school event per year.	2012 Current Level of Parent Involvement:* Unverified percentage 90%	2013 Expected Level of Parent Involvement:* *95%*	1.1. Communication issues: Bilingual needs of Spanish speaking families and Interpreter needs for families with deaf members.	1.1. Provide written information for parents in English and Spanish as well as utilization of bilingual call out system 2. Have interpreter available at all events to interpret for Spanish Speaking and DHH families.	1.1. Principal, Assistant Principal, CRT and Literacy Coach	1.1. Track attendance at events	1.1. Attendance sheets for events
			1.2. Misunderstandings regarding available resources	1.2. Continue to educate parents and teachers regarding available materials and services	1.2. Leadership Team	1.2. Monitor usage of resources by both teachers and parents	1.2. Statistics on parent participation
			1.3. Parents who work during school hours	1.3. Schedule events on a flexible schedule to meet the needs of working parents	1.3. Leadership Team	1.3. Monitor parent involvement, review parent feedback	1.3. Statistics on parent involvement

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Parent Involvement Goal(s)

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Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: Astatula Elementary 3rd – 5th STEM teams will place in one of the top 3 positions at the district STEM bowl.	1.1. Identifying teachers with enough time to dedicate to STEM.	1.1. Pilot math / science kits in various enrichments groups in 1st – 5th grade as well 4th and 5th grade math and science classes.	1.1. CRT STEM Coaches	1.1. Paws lesson plans for enrichment groups, lesson plans from 4th & 5th grade math and science teachers.	1.1. STEM Bowl results
	1.1. Lack of focused time for all content areas.	1.2. Departmentalized in 4th and 5th grade to increase the math / science curriculum focus.	1.2. Leadership Team	1.2. CWT, data analysis of previous FCAT scores, master schedule	1.2. FCAT results for 2012-2013, STEM Bowl results
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Mathematics Vertical Team & Common Core Training, C2 Ready	K-5	5th Grade Mathematics Chairperson & Assistant Principal	PLC	Early Release Monthly	Grade Level Presentation of Information, Minutes, Lesson Plans	Assistant Principal
STEM requirement training	K-5	CRT	PLC	10/9/12	CWT, STEM participation, lesson plans	CRT, Leadership Team

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STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: Increase student awareness of future careers and initiate a school-wide focus on community connections.	1.1 Increase community partner involvement within the school.	1.1. Implement a first quarter Reading Initiative focusing on future careers and inviting community partners to showcase school to community connections.	1.1. Leadership Team, Classroom Teachers	1.1. Student Projects, Community Participation	1.1. Student and community partner reflections.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Careers on Wheels – "transportation day"	Community involvement – food and drinks	Discretionary	$75.00
			Subtotal: $75.00
			Total: $75.00

End of CTE Goal(s)

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Additional Goal(s)

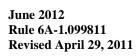* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1. No anticipated barriers	1.1Ensure that adult supervision is present in all high traffic areas. 1.2Continue to follow school-wide & district behavior plan. Require mandatory parent conferences for any incident of blatant disrespect and incidents that could lead to bullying. 1.3Continue to educate students about positive social skills through Too Good for Violence & Words of Wisdom.	1.1Principal, Assistant Principal, CRT, Guidance Counselor	1.1Continuous ongoing monitoring of duty stations, discipline referrals and classroom instruction.	1.1Number of discipline referrals recorded for bullying incidents and incidents of disrespect. 1.2Lesson Plans
Additional Goal #1: To create a school environment that encourages students to disclose and discuss incidents of bullying behavior.	2012 Current Level :* *0% referrals for bullying type behaviors*	2013 Expected Level :* *0% referrals for bullying type behaviors*					
Additional Goal #2: To increase student engagement and prepare for Common Core.	*No documentation of student collaboration*	*Student collaboration as a regular part of each class*	2.1 Time – schedule trainings before school.	2.1 Provide training for teachers on technology tools which promote student collaboration, including Edmodo and technology centers. 2.2 Share innovative student collaboration strategies with colleagues through grade level and/or data meetings.	2.1 Tech Cons 2.2 Leadership Team	2.1Teacher feedback, Training sign-in sheets 2.2 CWT data, grade level reports,	2.1 Teacher feedback, Survey Monkey, Training sign-in sheets. 2.2 CWT data, grade level reports
Additional Goal #3: Increase technology use	*No documentation of technology*	*Technology use as a regular part of each*	3.1Lack of understanding by teachers of available	3.1Technology training opportunities for all teachers at variable times.	3.1Tech Cons, Leadership Team	3.1Teacher feedback, Training sign-in sheets, CWT data, grade level	3.1Teacher feedback, Training sign-in sheets, CWT data, grade level

school wide	*use.*	*class*	technology.			reports	reports

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Moodle	ALL	Beach	School-Wide	9/27/12	Faculty Meeting discussion	Leadership Team
Edmodo	ALL	Beach	School-Wide	Throughout the year	CWT, observation	Leadership Team
Survey Monkey Requests	ALL	Beach	School-Wide	Throughout the year	CWT, observation	Leadership Team
Technology Issues	ALL	Beach	School-Wide	Wednesday Mornings	CWT, observation	Leadership Team

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Additional Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total: $8,300.00
CELLA Budget	
	Total:$ 21.00
Mathematics Budget	
	Total:$10,830.00
Science Budget	
	Total:$ 332.80
Writing Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:$ 1,146.46
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:
CTE Budget	
	Total:$ 75.00
Additional Goals	
	Total:$20,705.26
	Grand Total:$20,705.26

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Differentiated Accountability</u>

School-level Differentiated Accountability (DA) Compliance
Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2.When the menu pops up, select *Checked* under "Default value" header; 3. Select *OK,* this will place an "x" in the box.)

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

School Advisory Council (SAC)

SAC Membership Compliance
The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting *Yes* or *No* below.

☒ Yes   ☐ No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.
The School Advisory Council meets monthly to discuss school improvement issues. Annually, the SAC reviews and revises the SIP based on needs. Dress code issues, AMO status, FCAT testing, district procedures for election and appointment of advisory council members, funding expenditures, statement of how the SAC assists in preparation and evaluation of the School Improvement Plan, and other school activities are discussed at SAC meetings throughout the school year.

Describe the projected use of SAC funds.	Amount
SAC will use the funds to improve academic achievement as outlined in the School Improvement Plan.	$ 2,904.11